CULTURE AND ENGLISH SCHOOLS IN PLAY

REPORT TO THE MINISTER OF EDUCATION

DECEMBER 1999

Québec

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ADVISORY BOARD ON
ENGLISH EDUCATION

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INTRODUCTION

In its 1992 report to the Minister of Education, the Task Force on English Education based its recommendations on a series of principles, including the following one:

> The English-speaking community must control its education system within a broad policy framework in order that it may transmit its language, values and culture and meet the learning needs of young English-speaking Quebecers.[1]

In this 1999 report to the Minister of Education, the Advisory Board on English Education examines *Québec Schools on Course*, the educational policy statement published by the Ministère de l'Éducation du Québec (MEQ) which calls for improvement of the cultural content of the curriculum.[2] Chapter 1 presents the issues raised by this endeavour as it relates to English education in Québec by looking at the social studies curriculum, and more specifically, the teaching of history. Chapter 2 reminds us all that collaboration is the key to changing the way in which history is taught in Québec's English schools. The Advisory Board recommends that the new social studies and citizenship program reflect a common reality as well as the particular historical experience of English Québec. Chapter 3 explores the challenges that must be met to ensure that the cultural background of the English-speaking students is taken into account. Alternative methods must be developed for the evaluation of student learning. Teacher professional development and teacher involvement in the development of different pedagogical approaches to the integration of culture in teaching are strongly supported by the Advisory Board. University collaboration is needed in several areas including the development of distance education services.

In order to transmit its language and culture, the English-speaking community must have adequate resources. Chapter 4 bases its recommendations and suggestions concerning resources on the needs of the community and on the recently developed UNESCO policy on school libraries. The Board met with representatives of government agencies such as INRS-Culture et Société as well as museum and library spokespersons. It became clear to the Advisory Board that culture involves many partners beyond the MEQ. There are recommendations in this report for the Ministère de la Culture et des Communications (MCC) as well as the Ministère des Relations avec les citoyens et de l'Immigration.

Chapter 6 considers English schools with culture in mind. Together, the curriculum reform and the new power base of the English school boards constitute a window of opportunity for English-speaking communities. This report aims to enlarge and enhance consensus within the community on the measures and actions needed so that it may *transmit its language, values and culture and meet the learning needs of young English-speaking Quebecers*.

1. Task Force on English Education, *Report to the Minister of Education* (Québec: MEQ, 1992), p. 2
2. MEQ, *Québec Schools on Course*, code 55-1848A (Québec, 1997).

Lecturers at the Montreal Mechanics' Institute, 1855-1900:

- George Dawson, eminent English Nonconformist divine
- Paul de Chailluo, African traveller
- W.H. Kerr, K.C.
- Rev. Dr. Stevenson
- Rev. Canon Kingsley
- Edmund Yates, novelist and newspaper writer
- Dr. MacDonald, writer
- Gerald Massey, poet
- Reverend Henry Beecher, eminent divine
- Josh Billings, humorist
- Prof. Pepper, of ghoulish fame
- Prof. Bodes, scientist
- Artemus Ward
- Rev. J.M. Bellow
- Thos. D'Arcy McGee
- Sir John A. Macdonald
- Sir William Dawson, Principal of McGill
- Prof. Richard Proctor
- Mrs. Scott Siddons
- Hepworth Dixon
- Goldwin Smith
- and many others "whose lectures were instrumental in molding the thoughts and actions of Montreal citizenship"

Lecturers at the Mechanics' Institute 1855-1900
Source: Derived from a typed master list c. 1950s Atwater Library of the Mechanics' Institute of Montreal Archives

1 CULTURE IN THE CURRICULUM: THE EXAMPLE OF SOCIAL STUDIES

The social studies program looks at the cultural communities only from the standpoint of demography and provides a very cursory discussion of the arrival of immigrants in Québec in the 20th century. Although cultural communities are a fairly recent phenomenon in Québec, they have helped build modern-day Québec and, for this reason, their contributions to our shared history should be acknowledged. It would also be appropriate to provide students, as early as possible, with historical background on the main cultural communities in Québec today.

> It goes without saying that appropriate emphasis must also be placed on the presence and role of the anglophone community, whose long-standing participation in and important contribution to Quebec history is well known.[3]

In the wake of the establishment of linguistic school boards, the Minister of Education at the time, Pauline Marois, decreed that the elementary and secondary curricula would be reviewed in order to strengthen their basic pedagogy and make them more adaptable to governance at the local level, as schools would become the newly constituted "school project" power base. The ensuing policy statement set down the six essential conditions of this far-reaching reform:

- focus on essential learning;
- improve the cultural content of the programs of study;
- introduce more rigorous standards in school;
- give individual attention to students;
- prepare students for lifelong learning;
- place schools at the service of students.[4]

Changes along these lines are now well on the way to being implemented across the school system. Most will affect the English and French school boards in by and large equal measure. In two areas of greater cultural sensitivity, namely, religion and history, task forces were set up to take a closer look at the issues.

The report of the task force chaired by Jean-Pierre Proulx, entitled *Religion in Secular Schools*, gave rise to enough controversy to have become the subject of popular consultation and hearings before a National Assembly commission. We will, therefore, not touch upon religion in this study of the relationship between cultural perspectives and curriculum content but will rather focus on social studies as an example of how culture is included in the curriculum. Under the new curriculum, history is now a compulsory subject from elementary grade 3 to Secondary 5. The report

3. Task Force on the Teaching of History, *Learning from the Past* (Québec: MEQ, 1997) p. 42.
4. MEQ, *Schools on Course*, pp. 13-15.

of the task force chaired by historian Jacques Lacoursière, *Learning from the Past*, was received with enthusiasm by those who have long deplored the little place given the teaching and learning of history in Québec's schools and the narrow scope of the material that was taught. Then Minister of Education Pauline Marois was quick to approve the upgrading of social studies with emphasis on a secure place for history in the core curriculum. With this decision, Québec moved into the vanguard of all Canadian school systems for the place, importance and scope given the teaching of national and world history in its public schools. The teaching of history has not fared as well in other jurisdictions across Canada.[5]

The social studies reform was particularly welcome throughout the English schools, now organized along linguistic lines. The consolidation of English-language education has brought into play not only the sharing of language-related resources, but also a certain cultural bias in relation to the interpretation of history. Before these changes were approved, a frequent complaint of anglophone administrators, teachers and parents was the lack of international perspective given Quebec-educated high school students. Francophone parents undoubtedly felt the same way. But for non-francophone Quebecers, of which anglophones form the majority, the narrow view of national and world history presented in the compulsory history course [i.e. Secondary IV History of Québec and Canada] was a disincentive to establishing the subject as either relevant or interesting.

In Quebec, the history of "Quebec and Canada" was taught pretty much as the story of French Canada with little reference or importance given to those builders and shapers of modern-day Québec who were not bona fide, and particularly, "old stock" francophone Quebecers. Such a narrow interpretation disenfranchised not only "old stock" anglophones but so many other "newer" Quebecers who had for generations been integrating into Québec's English-speaking community. Voices have been lost, left out, turned off. The effect of this distancing was to discourage teachers. A recent report of the History Task Force confirms that teachers need support.[6] Teachers tried to match their coursework to the MEQ guidelines but the range of interpretations and the 'narrow' range of multiple-choice questions were frequently in conflict with the textbooks and the teaching program in English schools. Furthermore students view the subject matter as not much more than a boring chore to be assumed if they want a high school leaving certificate.

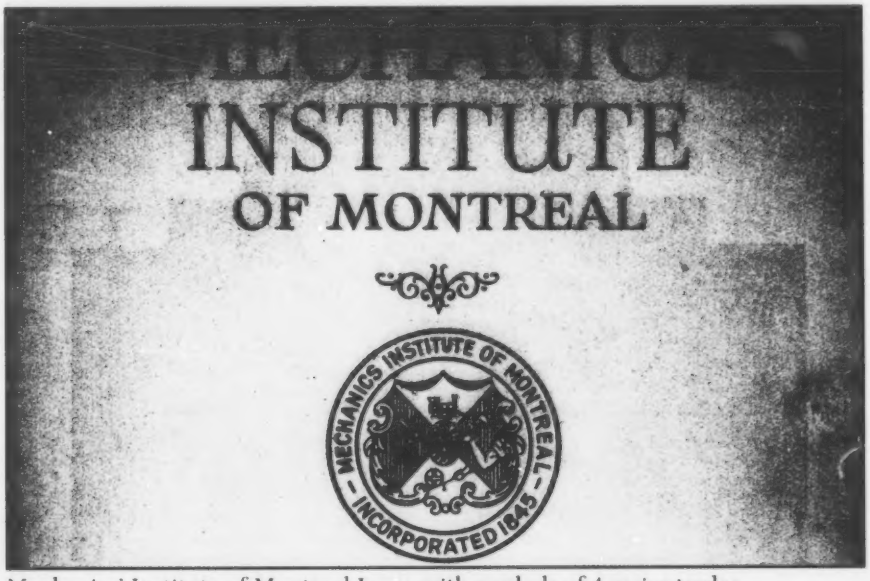
These cultural pedagogical stress-points may not entirely account for the consistently lower grades received by students in English schools over the years on the com-

5. Ken Osborne speaks of "...a trend that can be seen in all parts of Canada: ...Most attention is given to language and mathematics, or to 'literacy' and 'numeracy' ...Science and technology, including computer studies, come a close second, with history, social studies, literature and the arts following a considerable distance behind." *Education: A Guide to Canadian School Debate, or, Who Wants What and Why* (Toronto: Penquin, 1999), p. 51.

6. History Task Force, *Overview of the Teaching of Elementary Social Studies and Secondary History within the Anglophone Community of the Province of Québec*, code 72-0087A (Québec : MEQ, 1998).

pulsory secondary school history exams. They cannot, however, have been extraneous to almost systematically inferior results.[7]

The Lacoursière report, *Learning from the Past*,[8] the Inchauspé report, *Reaffirming the Mission of Our Schools*,[9] and the MEQ educational policy statement, *Quebec Schools on Course*, radically changed the approach to social studies from elementary school to secondary V. In fact, the policy statement redefined curriculum content in social studies and history and citizenship education.



Mechanics' Institute of Montreal Logo, with symbols of 4 major trades
Source: "Mechanics' Institute of Montreal" 1921, (by William Hamilton), title page. Atwater Library of the Mechanics' Institute of Monteal Archives

7. History of Québec and Canada, failure rates on the June uniform examinations:

	English	French
1995	27 %	20 %
1996	28 %	20 %
1997	28 %	24 %

Source: MEQ, Direction de la sanction des études

8. See Appendix C for the list of recommendations.
9. Task Force on Curriculum Reform, *Reaffirming the Mission of Our Schools*, code 49-1401A (Québec: MEQ, 1997).

2 NEGOTIATING CONTESTED SPACE: THE IMPACT OF CULTURE ON CURRICULUM

Paul Inchauspé,[10] who chaired the Task Force on Curriculum Reform, has been even more explicit about the drastic changes needed to accommodate the curriculum to culture. For Mr. Inchauspé, correcting the absence of cultural perspective in the current curriculum will take more than adding some "cultural" topics:

> The connection between curriculum and culture must be thought through, "culture" being used here in the anthropological sense. In what ways can the culture of a society facilitate or hinder the inclusion of certain elements in the curriculum? And conversely, can the curriculum change a society's culture by defining what is to be taught in school? .[11]

In the same article, Mr. Inchauspé identifies four cultural factors that hamper curriculum reform in Québec:

- Québec culture and tradition place greater emphasis on and attach greater importance to the arts than to science. He notes that McGill University offered engineering courses before Université Laval in the 19th century.

- Québec culture and tradition view schools' role of teaching catechism as more important than that of providing instruction.

- The sovereignty issue makes it difficult to determine the proper place of history in the curriculum. He recalls the critical reaction that the Lacoursière report received in some quarters.

- Québec culture and tradition do not favour state intervention in the setting of the curriculum to be taught during the compulsory years of schooling. He recalls vociferous debates between those who favour state intervention and those who call for parents' rights and community rights.[12]

In a presentation to the Advisory Board on English Education in November 1998, Mr. Inchauspé outlined some of the criteria underlying the recommendations contained in the report of the Task Force on Curriculum Reform. He said the authors of the report agree with the Commission for the Estates General on the following point:

> Rather, the idea is to put students in touch with our rich heritage in the various cultural spheres and with the most significant human achievements ... We

10. Mr. Inchauspé sat on the Task Force on Elementary and Secondary School Learning Profiles, which produced the Corbo report, *Preparing Our Youth for the 21st Century* and on the Commission for the Estates General in 1996. He was also a member of the Conseil supérieur de l'éducation for seven years.
11. Paul Inchauspé, "Comment corriger les lacunes des curriculums en matière de culture", in *École et culture des liens à tisser* (Québec: INRS, 1997), p. 104.
12 Ibid., pp. 110-117.

feel that the present curricula are not sufficiently rich and balanced, and that is why we are proposing to restructure them in order to increase their cultural content.[13]

The report of the Inchauspé Task Force on Curriculum proposed changes to improve the cultural content and correct deficiencies in the curriculum.

Interpretations of Quebec history may vary, depending on the students' perspective and their own cultural identity. (The social studies curriculum must introduce) young people from both communities, French- and English-speaking, to the different ways in which certain historical facts common to the two communities are interpreted by their respective communities.[14]

Photo and caption by Ray Baillie

Joe Beef Tavern, rue de la Commune at des Callieres. Irish immigrant Charles McKiernan arrived in Montreal in the 1860's. He had been a quartermaster in the British army. While serving in the Crimea, he had been asked to search for food; he had come back with a carcass of beef on his shoulder. From then on he was known as "Joe Beef". Six years after his arrival he opened a cantine (1870). On the ground floor was the kitchen, dining area, and bar. Joe always had two big pots going, one with 200 lbs. of beef, the other with 60 gallons of soup. Every day more than 300 people came for a meal costing fifteen cents. 120 people could sleep upstairs. He never turned anyone away. "As long as I live," he said, "never will an unfortunate man in Montreal die of hunger." He also grubstaked desperate strikers. He was revered by the poor. When he died in 1889, his body lay on the counter in his tavern for two days, allowing his admirers to pay their respects.

Who is the greater? The one who bequeaths part of his fortune after dying, or the one who risks his livelihood to help people while he lives? The spirit of Joe Beef is still with us in Montreal with such people as Father Emmett Johns and the Old Brewery Mission.

13. Commission for the Estates General on Education, *Renewing Our Education System: Ten Priority Actions*, Final Report (Québec: MEQ, 1996), p. 18.
14. Task Force on Curriculum Reform, *Reaffirming the Mission of Our Schools*, p. 130.

In discussions with Advisory Board members, Mr. Inchauspé indicated that cultural richness and diversity are valuable and should be respected in the design and evaluation of the programs of study. Emphasizing a variety of voices and contexts and cultural roots should have an impact on educational evaluation. Mr. Inchauspé also indicated that there might be a need for evaluation instruments that allow students to demonstrate their learning from different cultural perspectives. On this issue, the Task Force on Curriculum Reform recommended that examinations developed by schools and by the MEQ to evaluate student learning should consist of open-ended questions rather than "objective," multiple-choice questions.[15]

The Task Force chaired by Mr. Inchauspé laid the groundwork for overcoming at least some of the "traditional" resistance to change and for providing Quebec school children with a more inclusive cultural picture of their past and present. The principles of contribution and interaction history have been discussed in academic circles. Some historians propose to include a community in the historical narrative based on the group's contribution whereas other historians define inclusion by the group's interaction with the rest of the society. The challenge now is to translate these principles into a story or stories that reflect a common reality as well as the particular and specific historical experience of English-speaking communities.

The Advisory Board on English Education recommends
THAT THE MEQ assure thorough collaboration in the development of social studies and citizenship programs so that they may reflect a common reality as well as the particular and specific historical experience of English Québec.
(Recommendation 7)

In "Contested Space: The Politics of Canadian Memory,"[16] Veronica Strong-Boag of the University of British Columbia suggests that in Canada, the past has always been "contested space." So too, Mark Starowicz, the executive producer of the CBC-Radio Canada massive Canadian History Project, *Canada: A People's History*, quoted the longtime head of Duke University's Institute of Canadian Studies, Clark Cahow, who saw Canada as a vibrant example of evolving dynamics between local, regional and federal power, between Aboriginal and European perspectives. It is a country, he said, that is still evolving its judicial, executive and legislative framework. It is a living, changing political model. Starowicz sees this assessment as one of the prime reasons why Canadians "were paralyzed about teaching or portraying Canadian history. Not because it's boring. Because it's alive! And because it's alive, we'd better not go into those dark woods. Everything is *still in play*."[17]

In his opening remarks to delegates at a three-day conference on the teaching and learning of our national history organized by

15. Ibid., p. 89.
16. Veronica Strong-Boag, "Contested Space: The Politics of Canadian Memory" (Paper delivered at the Conference on Innovation in Teaching and Learning History, Montréal, January 29-31, 1999).
17. Mark Starowicz, "A Nation Without Memory," *The Globe and Mail*, February 6, 1999.

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the McGill Institute for the Study of Canada, Dr. Desmond Morton, director of the institute and himself an eminent historian, deplored the truth of this national diffidence.

> Three successive reports of the Dominion Institute underline the historical ignorance of Canadians aged 18 to 24; and in four Canadian provinces, history has vanished from the curriculum. In Quebec, the teaching of history is expanding dramatically but, as in other provinces, new teachers will not be required to study the subject: can you really teach what you don't know very well? Yet more Canadians than ever are reading history, watching it on television, hunting for their roots, and travelling to historic sites. More than ever women, First Nations, Blacks and other communities in our society are demanding space for their history in the common narrative. But who decides what history is taught and how? And how can different histories find room in crowded curricula? What is the right balance for facts, entertainment, and the goal of 'thinking historically'?[18]

Photo and caption by Ray Baillie
St. James Anglican Church and the Charleston Academy, Hatley.
In the beautiful little town of Hatley sits what is probably the oldest wooden church in Quebec, St. James Anglican (1828). The building in the background of the photo was the Charleston Academy from 1829 to 1884. Students studied college level mathematics, astronomy, philosophy, chemistry, English, French, German, Greek, Latin, painting and music. Later, this building became a public school. Now it serves as the parish hall and the town's library. The library's collection was built on the donation of Mrs. Richard Emery in 1923. The library has 7,000 books, 1,500 of which are in French. Hatley is still a predominantly anglophone community, but since it merged with a nearby village the library now serves a fifty per cent francophone population.

18. Desmond Morton, Opening remarks delivered at the Conference on Innovation in Teaching and Learning History, Montréal, January 29-31, 1999.

All these difficulties associated with the writing of Canadian history apply just as well, if not more so, to the Quebec context.

The Advisory Board on English Education recommends
THAT THE MCC AND THE MEQ, under their agreement, entitled Culture and Education: A Committed Partnership, explore ways of preserving and promoting the cultural heritage of English-speaking Quebecers.[19]
(Recommendation 1)

If inclusion history there is to be, who decides on what basis examples of cultural diversity, historical fact, contribution and/or interaction are to be inserted and integrated into the history of Quebec and Canada? What interpretations are to be taught in our schools in order to give young people a view of their society's past that reflects a shared reality? That the reorientation of the teaching of history will have to be a communal effort, even a negotiated one, would seem imperative if any kind of a just balance is to be achieved. There are a number of players involved, not the least of whom are the students themselves. Hands-on activities, small group work centring on serious thought and discussion about ideas, and practices grounded in approaches that connected students' lives and their curriculum were widely cited as engaging by the authors of a recent report on student engagement.[20]

If all those who have felt excluded in the past were to be part of a new look at the evolution of Quebec, history would be daunting indeed.

The new curriculum takes this multiplicity of cultural perspectives into account to a certain degree by leaving approximately 25 % of the teaching time allotted for history and social studies to the discretion of teachers.[21] The objective here is to encourage school communities to tailor the teaching and learning of history to their respective clienteles by integrating the historical characters and events that would be most relevant to students into the course of study.

It is hoped that out of such a diversity of approaches, a greater feeling of belonging to the whole may emerge. It is a challenge, however, that puts a great deal of onus on the individual teacher and raises the question of evaluation.

19. "Culture and Education: A Committed Partnership," agreement signed April 9, 1997, by the Minister of Education, Pauline Marois, and the Minister of Culture and Communications, Louise Beaudoin. (See Appendix A.)
20. William J. Smith et al., *Student Engagement in Learning and School Life: National Project Report*. Executive Summary (Montréal: Office of Research on Educational Policy, McGill University, 1998).
21. In a recent brief, the Conseil supérieur de l'éducation recommends that the Minister of Education include in the basic school regulation a principle according to which the curriculum should be rooted in Québec's culture and should acknowledge Québec's cultural diversity beyond providing for two languages of instruction. *Les enjeux des programmes d'études et des régimes pédagogiques*, code 50-0424 (Québec, 1999), p. 28.

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The Advisory Board on English Education recommends

THAT THE MINISTÈRE DES RELATIONS AVEC LES CITOYENS ET DE L'IMMIGRATION AND THE MEQ, in implementing the Plan of Action established to attain the goal of zero exclusion set in the Policy Statement on Educational Integration and Intercultural Education, A School for the Future:

- *work with the English school boards and with English community organizations;*
- *promote direct collaboration with students and families to ensure student involvement in cultural aspects of school life;*
- *ensure that initial teacher preparation foster the acquisition of competencies related to the cultural aspects of the communities served by the English schools of Québec.*

(Recommendation 14)

3 THE CHALLENGES FOR ENGLISH-SPEAKING EDUCATORS

THE CHALLENGE OF EVALUATION

In this study of the cultural dimensions of the curriculum, and particularly with regard to history, the Advisory Board on English Education has been advised repeatedly that teaching cannot be divorced from the evaluation of what has been learned. The fact that there should be some common yardstick to assess the students' level of success in meeting the objectives of the programs is not disputed. What is in question is "standard setting" versus "student learning." The MEQ's province-wide exams illustrate this problem, especially in history, where students must largely respond to multiple-choice questions. Some object to the proposals for more latitude by pointing to the risk that ideology will colour the results obtained from a variety of teacher approaches to long-answer type questions. Others claim that multiple-choice exams do not evaluate the critical thinking objectives of history and social studies programs. Objection to the proposal of reverting to essay-type questions to assess student learning hinge on the expense involved in bringing teachers together in teams to set marking guidelines. Whatever the logistical challenges involved in getting provincial exams to reflect the more flexible approach to the social sciences called for in the new curriculum, the need to match evaluation methods to what is intended to be taught should be kept in mind. Other alternative, less discrete, evaluation methods should be developed at the school or school board level to assess and report on student learning. Our education system has been very inventive in the past in devising a whole series of alternative evaluation techniques. Now is the time to pool resources and to come up with imaginative ways of linking what is being taught with what is being evaluated. In its 1997 report to the Minister of Education, the Advisory Board reviewed existing regulatory guidelines for evaluation of learning.[22]

The Advisory Board on English Education recommends
THAT THE MEQ ensure that the development of the new programs of study, especially social studies, be accompanied by appropriate alternative methods of evaluation.
(Recommendation 8)

THE CHALLENGE FOR TEACHERS

Curriculum reform is only the beginning, the blueprint of the "new school" that Québec, as a society, is in the process of building. Putting the principles of a more open, flexible and student-oriented approach into practice in the classroom will fall to teachers. In the previous more rigid basic school regulations and programs of study, the teaching guidelines were so minutely and exhaustively laid out that finding the

22. Advisory Board on English Education, *Evaluation of Learning in the English Schools of Québec, Report to the Minister of Education* (Québec: MEQ, 1997).

3 THE CHALLENGES FOR ENGLISH-SPEAKING EDUCATORS

THE CHALLENGE OF EVALUATION

In this study of the cultural dimensions of the curriculum, and particularly with regard to history, the Advisory Board on English Education has been advised repeatedly that teaching cannot be divorced from the evaluation of what has been learned. The fact that there should be some common yardstick to assess the students' level of success in meeting the objectives of the programs is not disputed. What is in question is "standard setting" versus "student learning." The MEQ's province-wide exams illustrate this problem, especially in history, where students must largely respond to multiple-choice questions. Some object to the proposals for more latitude by pointing to the risk that ideology will colour the results obtained from a variety of teacher approaches to long-answer type questions. Others claim that multiple-choice exams do not evaluate the critical thinking objectives of history and social studies programs. Objection to the proposal of reverting to essay-type questions to assess student learning hinge on the expense involved in bringing teachers together in teams to set marking guidelines. Whatever the logistical challenges involved in getting provincial exams to reflect the more flexible approach to the social sciences called for in the new curriculum, the need to match evaluation methods to what is intended to be taught should be kept in mind. Other alternative, less discrete, evaluation methods should be developed at the school or school board level to assess and report on student learning. Our education system has been very inventive in the past in devising a whole series of alternative evaluation techniques. Now is the time to pool resources and to come up with imaginative ways of linking what is being taught with what is being evaluated. In its 1997 report to the Minister of Education, the Advisory Board reviewed existing regulatory guidelines for evaluation of learning.[22]

The Advisory Board on English Education recommends
THAT THE MEQ ensure that the development of the new programs of study, especially social studies, be accompanied by appropriate alternative methods of evaluation.
(Recommendation 8)

THE CHALLENGE FOR TEACHERS

Curriculum reform is only the beginning, the blueprint of the "new school" that Québec, as a society, is in the process of building. Putting the principles of a more open, flexible and student-oriented approach into practice in the classroom will fall to teachers. In the previous more rigid basic school regulations and programs of study, the teaching guidelines were so minutely and exhaustively laid out that finding the

22. Advisory Board on English Education, *Evaluation of Learning in the English Schools of Québec. Report to the Minister of Education* (Québec: MEQ, 1997).

time or the place to expand, interpret, innovate or initiate took determination and imagination. Good teachers, of course, always managed to break out of the pedagogical straitjacket in order to bring the subject matter alive for their students. They are facing a different kind of challenge today. They are going to be the architects, not simply the demonstrators, of what is to be taught and learned in the classroom. Most of the content they must teach remains the same; the rules of mathematics and French grammar have not changed, but the subject areas are not as compartmentalized as they once were, and the outcomes of learning have become more important than the transmission of knowledge. Teachers must now know more in a greater number of areas and have a superior grasp of their own academic disciplines. For this reason, the government has allocated a budget of $10 million dollars a year over the next five years for professional development for teachers in the schools. This budget has been decentralized and is managed by the school boards.

The Advisory Board discussed some of the challenges facing students and teachers in the revised curriculum with Professor Fran Halliday of Bishop's University. She praised the framework being used in the new programs for two reasons:

- the collaborative process used for curriculum implementation and curriculum appropriation (design team, teachers as colleagues, cross-disciplinary approach, student intellectual and methodological collaboration);

- the cross-disciplinary, competency-based approach of the proposed curriculum.

She indicated that the assumptions embedded in these approaches constitute a shift away from "the teacher as knowledge transmitter" to "the teacher as learner." Teaching should be more than the transmission of knowledge. The narrative constructivist approach[23] to the curriculum calls on teachers and students to construct the learning/story together. The goal is to move from a teacher-directed to a student-centred curriculum. She recommended that budgets be allocated to give teachers the time and support they need to take ownership of this new curriculum. The Advisory Board strongly urges teachers to reap full benefit from the orientations for professional development announced by the Minister in June 1999.[24] Teachers in English schools should have full access to professional development on an ongoing basis during the implementation of the curriculum reform.

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23. Ms. Halliday recommended several works on this topic: H. Christiansen et al., eds., *Recreating Relationships: Collaboration and Educational Reform*. (Albany, NY: State University of New York Press, 1997); D. Goswami and P. R. Stillman, eds., *Reclaiming the Classroom: Teacher Research as an Agency for Change* (Portsmouth, NH: Boynton/Cook Publishers, Heinemann, 1987); T. R. Guskey, and M. Huberman, eds., *Professional Development in Education: New Paradigms and Practices* (New York, NY: Teachers College Press, 1995); "Learning about learning" videocassette and leader's guide (Alexandria, VI: Association for Supervision and Curriculum Development, 1992).
24. MEQ, *Orientations for the Professional Development of Teachers: Taking an Active Approach to Change*, code 69-2086A (Québec, 1999).

The Advisory Board on English Education recommends
THAT TEACHER ASSOCIATIONS

- *in particular, the Curriculum Council of the Quebec Provincial Association of Teachers (QPAT) develop an inventory of existing research on different inquiry-based pedagogical approaches to the integration of culture in teaching, especially in the area of social studies.*
  (Recommendation 19)
- *develop relationships with local communities to provide models for strengthening links between English communities and the schools.*
  (Recommendation 15)

The Advisory Board on English Education recommends
THAT THE MEQ AND THE SCHOOL BOARDS

- *fund projects to develop an inventory of different pedagogical approaches to the integration of culture in teaching.*
  (Recommendation 2)
- *hire teachers and other professionals to prepare materials related to the cultural heritage of the English-speaking community of Quebec.*
  (Recommendation 9)

THE CHALLENGE FOR UNIVERSITIES

The universities, too, will have to assume responsibility for turning out teachers who have the versatility needed to teach in an interdisciplinary context and who are competent in their chosen teaching specialty. The preparation of teachers has always been a cornerstone of the school system. Faculties of education in Québec's English universities have already recognized the benefits of adapting their programs to the requirements of Québec's English schools. By turning out bilingual graduates, they have managed to "place" impressive numbers of graduates in Quebec's elementary and secondary schools where immersion and enriched French have become core content, alongside mathematics and English language arts. Now, pre-service and in-service teachers should be made sensitive to cultural diversity, not only as it pertains to the relationships among students in their classrooms and themselves, but also in relation to what and how they are going to teach these young people. As the curriculum, its content and teaching materials opens up to culture in the broadest sense, teachers are going to become voices that speak in and to diverse cultural perspectives.

A key role should be given to the History Task Force, whose plan of action will include measures aimed at promoting community involvement in the following areas:

- proposals for action in the immediate situation, while the new curriculum is in development;
- the development of teaching materials and of regional and province-wide resources;
- research on best practices in formative evaluation;
- networking with anglophone representatives on the curriculum development committees, including the MEQ project officer for the history and citizenship education program;
- other conferences like the one held in June 1999 for elementary school social studies teachers.

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- collaboration with the schools over the implementation period to give feedback on the new program.

Teachers are also going to have to learn the language of reform and the culture of this new approach to the curriculum. It is primarily up to the teachers themselves to assume professional responsibility for this new beginning, for if they do not, there will be no beginning. Time and resources will have to be found for them to catch up, keep up and stay ahead. And fortunately, there are many resources on which they can count for help, inspiration, new ideas and information.

School boards and school governing boards must help teachers to adapt to and implement a "transformative" curriculum. Teachers and administrators need time and structured professional development starting immediately. The cultural dimensions of the reform, the cultural interpersonal dimensions of the classroom and the wider implications of including cultural perspectives in the curriculum programs of study should be taken into account in the planning of professional development activities. The Advisory Board spent considerable time this year speaking with organizations and individuals that can help in this cultural renaissance. These resources should be put to full use.

The Advisory Board on English Education recommends
THAT MCGILL, CONCORDIA AND BISHOP'S UNIVERSITIES IN CONJUNCTION WITH THE ENGLISH SCHOOL BOARDS AND THE HISTORY TASK FORCE:

- *prepare for schools and teachers an inventory of the cultural resources that are available in different Québec communities;*
  (Recommendation 20)
- *collaborate in providing professional development activities for teachers, especially activities that link culture and education;*
  (Recommendation 16)
- *identify for schools and teachers areas of culture in need of further research;*
  (Recommendation 21)
- *cooperate with teachers to prepare materials and activities related to cultural heritage;*
  (Recommendation 22)
- *collaborate with the MEQ and appropriate private-sector firms to develop distance education services which ensure timely access to culturally sensitive aspects of the curriculum for all English-speaking students across Québec.*
  (Recommendation 17)

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4 ENGLISH SCHOOLS AND COMMUNITY RESOURCES

The school library is one of the most valuable of a school's resources. There is general consensus that school libraries in Quebec leave a great deal to be desired, that scores of professional librarians have been the victims of tighter school board budgets and that libraries are too often considered a desirable adjunct rather than an integral part of any school's teaching and learning experience. The UNESCO School Library Manifesto published in early 1999 makes the unequivocal statement that: "It has been demonstrated that, when librarians and teachers work together, students achieve higher levels of literacy, reading, learning, problem-solving and information and communication technology skills."[25]

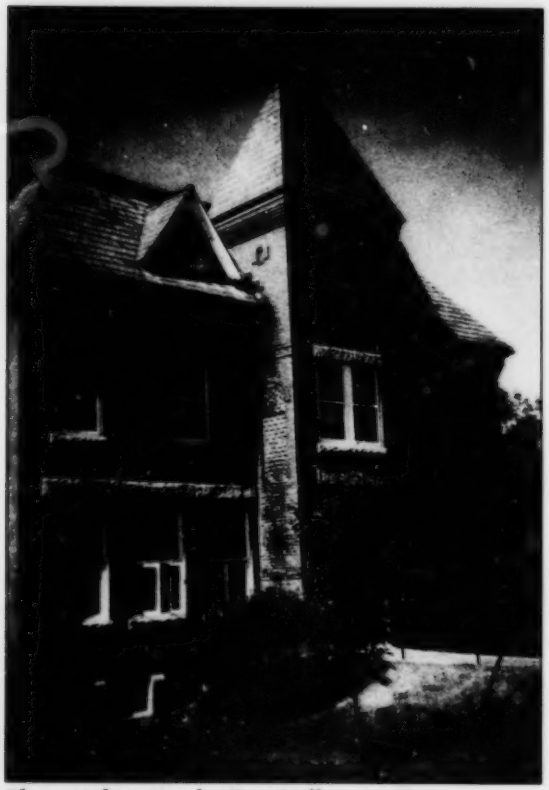

Photo and caption by Ray Baillie

The Pettes Memorial Library, Lakeside and Knowlton Rd., Knowlton.
Townshippers have long valued free-thinking and learning. This library, endowed by Narcissa Farrand in memory of her husband Nathaniel Pettes, was built in 1893. It is the first free public library established in rural Quebec. Nathaniel Pettes, born in the township of Brome in the first quarter of the 19th century, played an important role in the Brome community. Besides being a general merchant in Brome, he served as a school commissioner, a municipal councillor, promoted the S.E. railway, and was a Liberal M.P. for Brome (1874-78). In addition to its role as a library, the facility was used for concerts and lectures. Today, the library serves both language groups in Brome county, a good example of the harmony that exists between French and English in the Townships.

25. International Federation of Library Associations and Institutions (IFLAI, 1998), UNESCO, Educational Division (December 1998). (See Appendix D)

The Advisory Board on English Education recommends
THAT THE ENGLISH SCHOOLS AND ENGLISH-SPEAKING COMMUNITIES IN QUÉBEC take advantage of the MCC policy announced in Le Temps de Lire, un art de vivre to:

- ***provide students with better access to books and print media;***
- ***increase public use of libraries and improve the quality of the services offered (improve the holdings of public libraries; support professional development for library staff);***
- ***further encourage public libraries to pool their resources.***[26]

(Recommendation 3)

Today, school library staff need a growing number of skills in order to keep up with the huge advances in technology, and yet, hiring standards are being lowered. Fortunately, greater government support is now being offered for the purchase of library books and other related materials. This is good news and long overdue. But if the mission of libraries is to support teachers and the school curriculum, school librarians will need the same kind of professional upgrading as teachers. At present, no professional development is available for library staff. And yet, the quantity and quality of technologically generated resource materials for schools keep growing. As valuable web sites multiply there is a greater and greater need for clearinghouses and for ways and means of keeping the information up to date. Educators can learn from the excellent work of Ann Fagan, who has developed the Library and Education Page (**http://pages.infinit.net/anke.**) Librarians, in close association with the teachers who are responsible for the development and implementation of the curriculum in the classroom, could provide an invaluable supplement to reading activities and research projects that reflect and enrich the curriculum.

Members of the Advisory Board met with school librarians who made the following points in their presentation:

- The mission of the school library is to support the school curriculum, focusing particularly on providing the literature and knowledge resources needed for learning.
- In 1989, the MEQ published a report whose recommendations on facilities and staffing were not fully implemented.[27]
- Other government ministries could assist school libraries by providing free copies of relevant titles from their jurisdictions.
- Librarians should be part of the pedagogical team in the school.
- Librarian professional development should include: technology training; French and English literature workshops; curriculum workshops; an MEQ Web page dedicated to school librarians; and opportunities to network.

26. MCC, *Le temps de lire, un art de vivre, policy statement* (Québec, 1998), pp. 100-104. [Free translation.]
27. MEQ, *Les bibliothèques scolaires québécoises, plus que jamais* ..., code 16-7412 (Québec, 1989).

The Advisory Board on English Education recommends
THAT SCHOOL BOARDS AND MUNICIPALITIES

- *hire qualified library personnel;*
- *support school and municipal library networking to the benefit of English-speaking communities and schools;*
- *support the initial preparation and professional development of library personnel as a foundation for access to cultural resources for schools and communities.*

(Recommendation 23)

The Advisory Board on English Education recommends
THAT SCHOOL LIBRARIES develop Web sites mainly devoted to education and culture, fully supported by schools and school boards, and geared to student use.
(Recommendation 24)

RESEARCH AND REFERENCE MATERIAL

INRS-Culture et Société, which became part of the Institut national de la recherche scientifique (INRS), inherited the mandate of the Institut québécois de recherche sur la culture. A brochure from the INRS describes its mandate and the scope of the work it conducts through the Université du Québec with a $2-million annual budget.

- INRS-Culture et Société, through its research program, analyzes past and present realities in Québec and the regions, and strives to understand their significance. A multidisciplinary team targets four areas of research: culture, regions, social ties and Native Peoples.

- Since 1981, INRS-Culture et Société has been conducting research on the history of Québec's regions in conjunction with each of the regions concerned. It has lead to agreements with Synercom and Télé-Québec for the co-production of a series of 18 one-hour documentaires called *Les Pays du Québec*.

The INRS-Culture et Société is at work on an ambitious compilation of historical texts and audiovisual material on the regions of Quebec.[28] INRS is also producing a television series entitled "La Culture dans tous ses états." The series focuses on three topics: the arts, literature and mass culture. One of the segments on mass culture will be devoted to Québec anglophone culture. A list of the projects and a more detailed description of the draft proposal for the one-hour segment on contemporary anglophone culture in Quebec presented to INRS by the coproducers Synercom Téléproductions (July 1997) are found in Appendix E.

English-speaking Quebecers certainly contribute to the culture of Quebec in music, letters, the visual arts, heritage protection, theatre and dance. There is no lack of material on which to base a 60-minute overview of anglophone culture in its many forms. But it behooves the community to make sure that it will recognize the picture when the segment is broadcast.

28. The first volume to be published in English is entitled: *History of the Outaouais*. Chad Gaffield was appointed in 1987 as the head of an eight-person research team. (Québec, Les Presses de l'Université Laval, 1997).

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The members of the Advisory Board viewed a beautifully made video on the history of the Eastern Townships, part of the mammoth INRS compilation of historical texts and videos on the regions of Quebec. Documented volumes on the Quebec City region and the Outaouais give authentic value to anglophone contributions and comments. In his presentation to the Advisory Board, Fernand Harvey, head of the project, indicated that INRS is still looking for financial support to translate some of the regional history documents. Funding for translation is not part of the package and money for English versions must be found in part through the anglophone community itself.

The above mentioned video on the Eastern Townships may leave English-speaking viewers with an unpleasant impression. The historical research is impeccable. The visuals are faithful to the landscape, architecture and charm of the area. But the scenario was written by a francophone with a stereotypical vision of the history of this region of Québec. All the anglophones portrayed in the scenario are conspicuously rich and the francophones are, if not downtrodden, at least so underprivileged as to be unable to finish their schooling. And when the francophones finally come into their own, for which no explanations are provided in the film, the anglophones become insecure farmers who are hanging on to their land with something amounting to pitiful determination because it is all they have.

This was in no way a conscious approach to the subject matter. There was no ill will in the presentation. It simply did not depict life in the Eastern Townships then or now from the point of view of the region's erstwhile majority, now its less prosperous but remarkably well-integrated minority. INRS-Culture et Société is a wonderful resource that anglophones must learn to use.

Photo and caption by Ray Baillie
McLaren's Grist Mill, Wakefield.
Farmers depended on the grist mill from Quebec's earliest days in the 17th century. During the French regime, the seigneur was obligated to build a mill for the use of the habitant. Early English-speakers had to depend upon local entrepreneurs to provide them with a facility to grind their grain. The first McLaren mill on this site was established in 1838 on a stream leading into the Gatineau River. Today, McLaren is a major name in pulp and paper along the Ottawa River.

Anglophones must contribute in their own right to the telling of their story in their own voice. A shining example of this type of co-production is the volume of the *History of the Outaouais*. INRS has also recently published a book by Robert J. Grace, *The Irish of Québec. An Introduction to the Historiography Followed by an Annotated Bibliography of the Irish in Québec*, (1997) and another by Ronald Rudin, *The Forgotten Québec. A History of English-speaking Québec, 1759-1980* (1995). Works have also been published by Pierre Anctil, Gary Caldwell and Marianna O'Gallagher in collaboration with INRS.

Mr. Harvey indicated three areas of potential collaboration with the English-speaking community:

- support for translation of certain volumes in the regional history series;
- adaptation and voice-over of the video and television series;
- use of the agreement between the MCC and the MEQ to enhance the place of culture in the curriculum.

The Advisory Board on English Education recommends
THAT THE MEQ support the school boards and schools by
- *collaborating with INRS-Culture et Société to develop, translate, adapt and distribute its works;*
  (Recommendation 10)
- *collaborating with Télé-Québec to considerably increase the airtime for cultural productions related to the English-speaking communities of Québec.*
  (Recommendation 11)

The Advisory Board on English Education recommends
THAT SCHOOL BOARDS
- *promote the inclusion of the cultural aspect in the implementation of the new curriculum;*
  (Recommendation 18)
- *invest in resources to adapt the curriculum reform to the cultural roots of their communities.*
  (Recommendation 25)

The Advisory Board on English Education recommends
THAT GOVERNMENT AGENCIES such as INRS-Culture et Société and Télé-Québec include authentic perspectives on the English communities of Québec in the production of historical and cultural regional histories and in cultural productions.
(Recommendation 4)

MUSEUMS AND CULTURAL RESOURCES

The Advisory Board examined the Répertoire de ressources culture-éducation 1999-2000.[29] The Advisory Board congratulates the MEQ, the MCC and the Conseil des arts et des lettres du Québec (CALQ) for the excellent quality of this directory which has been sent to all schools in Québec and is available at **www.mcc.gouv.qc.ca/rencontres**.

Here is an extract from the introduction:

> *This directory was created in the same spirit as the agreement between the MCC and the MEQ to encourage productive partnerships among the many cultural organizations in Québec and the education community. The directory is a spin-off of the MCC's new* ***Culture in Education Partnership program*** *(****Rencontres culture-éducation****) and is in essence a compilation of information that formerly appeared in separate publications. It includes the list of artists and writers chosen by a selection committee to offer workshops in schools, a*

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29. MCC, MEQ and CALQ, *Répertoire de ressources culture-éducation 1999-2000. Une Rencontre Vaut Mille Mots!* (Québec, 1999).

directory of plays and shows for young audiences entitled ***Spectacles pour jeune public****, lists of cultural organizations in each region which offer activities for children and youth, and information on a film education program for secondary students entitled L'œil cinéma.*

The directory aims to provide schools with the information they need to complement the education of students by calling on artists, writers, presenters of performing arts, museums and all cultural organizations interested in contributing to the enrichment of the school curriculum. It is also hoped that the directory will be helpful to cultural organizations in collaborating with the education community. The directory is also intended for the English-speaking community.

The Advisory Board also met with several individuals and groups whose work is very relevant to the cultural enrichment of the Québec elementary and secondary curriculum.

- *Imprints* will be a photographic depiction of the impact of the English-speaking peoples who settled in Quebec. Raymond Baillie and his wife Diana are the originators of this project. The struggles of these English-speaking settlers and immigrants and their Québec-born descendants, and their contribution to the building of Québec are attested to and imprinted in history by the hospitals, factories, homes, barns, mills, museums, universities, churches, bridges and sport facilities they built. Photographs from this volume are included in this report.

Photo and caption by Ray Baillie
The High School of Montreal, 3449 University St.
In the early 19th C., Roman Catholics had an advantage over Protestants in schooling as religious institutions took responsibility for education. Slowly, the English Protestant community built an elementary and secondary system which served their people.
The story of the H.S.M. goes back to the 18th C. In 1799, Alexander Skakel, a graduate of Aberdeen, set up a school on Little St. James St. His introduction of science to the curriculum excited the English business community, which began to support him. In 1816, the government set up the Royal Grammar School in Montreal, which Skakel was asked to lead. By 1843 Skakel was running out of steam. A group of merchants and professional men then established a new school called the High School of Montreal, which became closely connected with McGill College. Moving from many sites in the city, it finally got its permanent home here on University St. in 1912. From 1972 to 1995 the number of students registered in English schools in Montreal dropped by 60 %. The H.S.M. was hit particularly hard by falling registrations due to a lower birthrate, movement to the suburbs, and the political situation. It closed in 1979, ending one of the oldest English-speaking educational institutions in the province. The building recently house two alternative schools, FACE and MIND.

- The McCord Museum presented the Advisory Board with information about the *McCord Educational Programs Service*.[30] The Museum uses the "object-based" approach in presenting its collection. Ms. Victoria

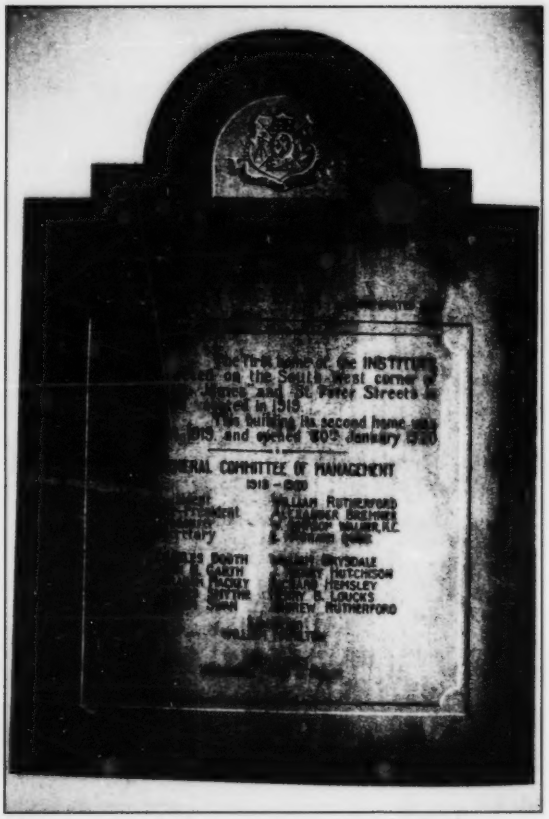
30. It should be noted that the Task Force on the Teaching of History recommended: "That the Ministère de l'Éducation and the Ministère de la Culture et des Communications create a program called Schools in Museums and Museums in Schools to provide students with opportunities for direct contact with history and heritage." *Learning from the Past*, p. 70. (See also Appendix C of this report.)

Dickenson, executive director of the museum, reported that the museum welcomes 600 groups of students each year. Seventy-five percent of these 14 000 students are francophone. The MCC supports the McCord Museum. A quarter of its $42-million budget comes from the MCC. Ms. Dickenson submitted a proposal to the Advisory Board. The Laurier Project sponsored by the McCord Museum of Canadian History proposes to research, develop, and distribute museum-based resources that support and complement the teaching and study of Canadian history at the secondary level.

- Joseph Morrin Historical Centre and the Literary and Historical Society of Quebec are at the heart of English culture in Québec City. Mr. John Keyes described the efforts of the City of Quebec and the English community in Quebec to develop the historical importance of the site, which dates from the 18th century. The remarkable Literary and Historical Society of Quebec, housed in the Joseph Morrin Historical Centre building, was incorporated in 1831. It is the oldest cultural society in Canada. The archives at the Literary and Historical Society contain important resources for knowledge of our past. A proposal is under consideration to make the Literary and Historical Society an official archives site for materials related to the English-speaking community across the whole province.

- The representatives of Fraser-Hickson Library and the Atwater Library, formerly the Mechanics' Institute, made presentations to the

Photo and caption by Ray Baillie
Atwater Library of the Mechanics' Institute of Montreal, 1200 Atwater Avenue, corner of Tupper Street, Westmount, c. 1993
Source: Mechanics' Institute of Montreal Archives



Plaque unveiled at inauguration of the new Mechanics' Institute of Montreal building located at 1200 Atwater Avenue, corner of Tupper Street, in Westmount, on January 30, 1920.

Source: *Mechanics' Institute of Montreal* 1921, (by William Hamilton), page 26
Atwater Library of the Mechanics" Institute of Montreal Archives

Advisory Board. They indicated that they met with the MCC regional officials to discuss the policy on reading and books, *Le temps de lire, un art de vivre*. They indicated that negotiations were underway on various projects related to the policy, which has three main goals:

- increase public use of libraries and improve the quality of the services offered;
- further encourage public libraries to pool their resources;
- build a major provincial library.

Four independent English libraries have joined together to form the Montreal Association of Independent Libraries (**www.Independentlibraries.org**). The four members are the Jewish Public Library, the Montreal Children's Library, the Atwater Library, and the Fraser-Hickson Institute. The Atwater Library graciously provided some of the photographs which appear in this report.

- In addition, the Advisory Board took note of other resources available in Quebec.

  - The Educational and Cultural activities program of the Montreal Museum of Fine Arts. Teacher resources are available in the "Activities for All" section on the Museum's Web site: **www.mmfa.qc.ca**.

  - The Canadian Centre for Architecture has a Schools Program which introduces young people to architecture, urban planning, history, and landscape architecture. "Integrating History and Architecture" is a two-hour interactive tour in which students are invited to contrast the architecture of the 1870s and the 1980s (**www.cca.qc.ca**).

  - The CRB Foundation sponsors an annual eight-day professional development activity for teachers of Canadian Studies. The

foundation also sponsors the Heritage Fairs Program, an educational initiative that gives students in grades 4 to 9 the opportunity to explore any aspect of Canadian Heritage while creating a dynamic learning environment. The regional fairs are organized by volunteer committees involving educators, local business, museums, heritage groups and community associations (**www.heritageproject.ca**).

- Many historical societies around Québec continue to support the collective memory of the English-speaking community. For example, the Colby-Curtis Museum, Carrollcroft, houses the Stanstead Historical Society, which was founded in 1929. The Stanstead Historical Society is the depository of 3700 glass negatives produced by photographer J. J. Parker[31] of Derby Line who worked in the area from 1899 to 1940.

The Advisory Board on English Education recommends
THAT THE MEQ support activities and programs that enhance the cultural aspects of the curriculum, for example:
- *continue to promote student exchanges between French and English schools especially aimed at integrating culture and curriculum;*
(Recommendation 12)
- *support activities related to museums and artistic resources in the community.*
(Recommendation 13)

The Advisory Board on English Education recommends
THAT THE MCC provide funding support for cultural resources in the English-speaking community such as libraries, museums, arts and literature, heritage sites, archives, and especially:
- *the Archives of the Quebec Literary and Historical Society*
- *the J. J. Parker photographic archives of the Stanstead Historical Society*
- *networking resources for English community and school libraries*
- *education programs developed in collaboration with museums.*
(Recommendation 26)

31. As reported by E. Getty in the *Stanstead Historical Society Journal*, 13, (1989): "The J.J. Parker collection consists of photographic plates which recorded life in the area around Stanstead, Quebec. These glass negatives were archived with the help of a one-year grant from the Ministère de la Culture under the guidance of M. Gilles Durand of the Archives Nationales office in Sherbrooke, Québec."

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5 THE HISTORY OF THE ENGLISH-SPEAKING COMMUNITY: A WORK IN PROGRESS

For the English-speaking community, Québec's official and historical linguistic minority, exclusion from any significant role in the development of Québec society has long been a sore point. It is, however, just the tip of the iceberg of a systematic exclusion in the mindset of policy makers and public administrators. When it comes to questions of language use and regulation, Quebec's English fact is more often than not portrayed as a linguistic threat of alarming proportions. But in the normal course of the province's administration, English institutions are rarely recognized as having missions different from those of their French counterparts. Even in the education system, where education in English is available from pre-school to university, rules, regulations, policies and priorities are set for Québec as a whole, that is for the majority, and it is simply taken for granted that the English components of this network are as well served by these political and administrative decisions as those for whom they have been drawn up. The fact that this is often not true is lost in the shuffle of bureaucratic uniformity, a government approach the world over. Anglophone Quebecers often feel swept up into situations that not only go against the grain of what they view as the missions of their institutions, but also appear to write them off as having no intrinsic value in their own right. The particular and sometimes quite specific nature of what many English institutions contribute to Québec society as a whole is both ignored by government and by the provincial administrations which oversee them (e.g. Cowansville, McGill, etc.). A more accurate historical overview of the evolution of these institutions might help show their continued usefulness in today's context.

One of the problems of providing English institutions with personalities and missions of their own is that English Quebec is, by and large, viewed as a monolithic adjunct to Québec's traditionally French-speaking society. The vision of "the English" has remained remarkably static in the myths and stereotypes of French Québec. English-speaking Quebecers have some responsibility for the continuation of this kind of unchanging "difference." If the difference remains, it has changed dramatically. Anglophones, because of their more and more heterogeneous origins, have not taken advantage of their numbers, which are still considerable, to think through who they have become. They have tended to react to the prevailing francophone view, which so often casts them in an adversarial linguistic light. Disputes over language use have been such a large part of the public relationship between francophone and anglophone Quebecers that they have quite overshadowed the evolution of inter-community and intra-community relationships in which the language barrier plays a much lesser role.

With the consolidation of their elementary and secondary school structures, English-speaking Quebecers now have more overall influence than they have had since the 1960s over the education of their children. The next step is to assume responsibility for the development of a school network that reflects the character and

priorities of their community while following a common curriculum and remaining true to their own internal cultural diversity.

Whether one is born in a country or adopts it as one's own later in life, one does not come in "at the beginning of the film." One joins a work in progress. The study of history is a way of learning what has gone before, of getting as comprehensive a view as possible of the story line as it has developed over time. History, as it has traditionally been taught to school children, is a story shaped to the values, aspirations and memory of a particular society. The closer to home a historical perspective, the harder it is to keep the telling objective. History in this country and province can be very divisive.

There are lessons to be learned from the 1999 celebrations of Québec's two "national" holidays, June 24 and July 1st. Both were celebrated peacefully under sunny skies and in holiday spirit. Everyone attending had a good time, no matter how large the crowd.Those whose job it is to watch and comment on how people handle these once-a-year calls to split-personality patriotism were unanimous about the success of a new non-political approach to St. Jean Baptiste Day and Canada Day. This was particularly true of St. Jean Baptiste celebrations, hitherto viewed as symbolizing an exclusive Québec nationalism. In 1999, everyone was invited and welcomed, and the francophone Québec character of the "feast" day was evident in the language spoken by the greatest numbers of participants and spectators, not by the tenor of the events themselves.

What is being described as the evacuation of politics from the festivities is, in reality, a shift in political emphasis on the part of the St. Jean Baptiste Society (SSJB) in charge of the form and content of the yearly homage to Québec's national identity. As the population of Québec becomes more and more heterogeneous, the old ethnic nationalism makes more and more Quebecers uncomfortable. A new image of civic nationalism is therefore in the making, or at least being contemplated. But appropriate as the snapshot of today may be, it is no truer to the past than the old SSJB practice of selective historical memory. St. John the Baptist used to be the patron saint of all French Canadians. "La St-Jean" was the feast day, not of right-thinking Québec nationalists, but of the French Fact in North America. What has been evacuated from St. Jean Baptiste celebrations is not politics, but history.

Viewed from Québec, Canada Day is also the commemoration of a truncated story. A more historically and culturally correct holiday wish was to be found on the wall of a big Montréal supermarket. Following the announcement — in French and English — that the store would be closed on July 1st, the English sign said "Happy Canada Day", the French, "Bonne Confédération." In Québec lore, Canada's history predates 1867. From New France to the Québec Act and the coming together of Upper and Lower Canada, Canada was a long time a-building and Québec was a major, not to mention the oldest, player in the emerging Canadian nation. When Quebecers hear national personalities declare from Parliament Hill that the founding symbol of Canada is Pier 21 in Halifax, the landing place of so many immigrants (Judge Rosalie Abella, Parliament Hill, July 1st, 1999), they understand its national relevance but not its founding symbolism.

Putting some of the complexities back into the teaching of Canadian history is not the only route to giving Canadians and Quebecers a view of history to which they can all relate. In Québec's new school curricula, the teaching and learning of history will include a much wider perspective than the strictly national. At the elementary level, students will be given the opportunity to learn about societies other than their own through a comparative approach that should widen their horizons. In Secondary I through IV, history will be allotted 100 hours of teaching time a year. Compulsory courses will cover the period from prehistoric times early in secondary school to the problems of the contemporary world, in Secondary V. The study of non-western societies will also be included in school history programs.

With the trend towards less rigid control of teaching materials and text books, schools and teachers should find it easier to adapt world history programs to their own demographically diversified school communities. If Quebecers of other than French or British origins have come in on the making of the Canadian "film" as it was in progress, to do so they have all stepped out of another ongoing production. Telling the story of their own origins is a way of bringing to life, for their adopted compatriots as well as themselves, a changed and changing culture of belonging.

6 ENGLISH SCHOOLS ... WITH CULTURE IN MIND

Not all of Québec's English schools will embrace the same culture of belonging. There are two main reasons why English schools are different from French schools. The first is that, English schools put enormous emphasis on turning out bilingual graduates. This emphasis is aimed at more than job market readiness. It is also connected to the survival and health of English Québec's community institutions, which must strive to retain their anglophone character and culture but whose integration into the wider community depends on their perceived usefulness to society as a whole. Isolated, they become vulnerable. The wide cross-community support given Cowansville's Brome-Missisquoi-Perkins Hospital to prevent the closing of its trauma service, is a shining case in point. The hospital, founded, funded and operated by the local anglophone community, has proved itself to be a regional jewel of efficient and effective health care. It is being championed by local francophones, not because it is English so much as because the culture of its care and management serves the whole population well.

Photo and caption by Ray Baillie

The Montreal General Hospital, Rene Levesque Blvd. While the Roman Catholic Church had always built and run the health an social services for the French in Quebec, English health services were planned, funded, built and staffed by individuals and groups in the English community. Before 1823 there was no English hospital in Montreal, only a four room building on St. Joseph and Gabriel called the House of Recovery with a doctor in charge, and later (1818) a larger house on Craig (St. Antoine) St. with four doctors. This would eventually become the Montreal General Hospital (on old Dorchester St.). Its charter was established in 1823. The founding board of governors included John Richardson and the Molsons. The original building (here in this photograph) was three stories high and could accomodate eighty patients. The hospital was home to the Montreal Medical Institution, Canada's first medical school, later to become the Medical Faculty of McGill University. Later came the Royal Victoria Hospital and the Neurological Institute. This building is now Hopital Charles Boromée.

The Advisory Board on English Education recommends
THAT THE GOVERNING BOARDS OF ENGLISH SCHOOLS AND ANGLOPHONE COMMUNITY ORGANIZATIONS OF QUÉBEC gather together to discuss ways of enhancing culture in the learning of students, by exploring projects such as:

- ***establishing links with a library, a museum, a community radio station, a television station, local and regional newspapers, internet groups, cultural associations, religious institutions, volunteer groups, community organizations and business groups;***
- ***using historical, demographic and community studies to develop the social identity of students (Irish studies, Loyalists, East Asians, Black community, etc.);***
- ***inviting representatives of the community to lead workshops on arts and crafts, running a small business, leadership, conflict resolution, and legal issues.***

(Recommendation 27)

Every English school in Québec is a microcosm of the community it serves. This is the basis of the second reason why English and French schools are different in ethos. Québec's English schools can be almost as different from each other as they are from their French-language counterparts. English schools are a product of their surroundings and of who attends them. They are not monolithic. The linguistic and cultural affinities they share do not form a mould into which they all fit. They are shaped by their clients and the communities in which their clients live, the newspapers they read, the radio stations they listen to, the associations they belong to, the churches they attend, and the cultural and demographic mix of their neighbourhoods. The new rules of school governance are made to measure for answering the needs of so many different school communities, provided school governing boards use the new power invested in them actively and judiciously. Their job is to create the appropriate cultural environment and make sure that programs respond to the broad lines set out as the "project" of their school. School boards will be tempted to continue laying down the budgetary rules in every detail and school governing boards may sometimes find it easier to interfere with their teachers' pedagogy than to keep to the more exacting task of watching over the school's overall mission. But if the principles set out in the new school management regulations are put into practice in every school, Québec's English school network will rally together.

There are no lack of support systems, professional associations, and subject specialists:

- Quebec English School Boards Association
- Association of Directors General of English School Boards
- Committee of Anglophone Curriculum Responsables
- Association of Administrators of English Schools
- Quebec Provincial Association of Teachers
- Quebec Federation of Parent Committees
- The Partnership for School Improvement
- Concordia, McGill and Bishop's Universities

Out of all this expertise, experience and commitment must come the leadership to give the English school network and the students it graduates the kind of education Québec's English-speaking community is capable of providing only if it is willing to assume the ownership of its schools and to set for them the highest standards of performance.

The Advisory Board on English Education recommends
THAT ENGLISH SCHOOL BOARDS

- *develop policies and strategies to identify and preserve the geographic, demographic, social "space" required for the enhancement of culture in English schools;*
  (Recommendation 5)
- *develop a common agenda for Québec on the cultural aspects of English elementary and secondary education.*
  (Recommendation 6)

Photo and caption by Ray Baillie
The Tibbits Hill schoolhouse, Tibbits Hill Rd. (near Knowlton).
Available records indicate that there was a log schoolhouse on Tibbits Hill as early as 1812. In 1838 the population of the Tibbits Hill school district was 142, all English Protestants. This stone building replaced the squared log schoolhouse in 1844-46. Its last classes were held in 1928. Deterioration ended in 1964 when the Brome Historical Society and the provincial Association of Protestant Teachers restored the old schoolhouse as a school museum.

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Out of all this expertise, experience and commitment must come the leadership to give the English school network and the students it graduates the kind of education Québec's English-speaking community is capable of providing only if it is willing to assume the ownership of its schools and to set for them the highest standards of performance.

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7 RECOMMENDATIONS OF THE ADVISORY BOARD ON ENGLISH EDUCATION, 1999 REPORT: CULTURE AND ENGLISH SCHOOLS IN PLAY

I. POLICY

The Advisory Board on English Education recommends:

1) **THAT the MCC and the MEQ** under their agreement, entitled Culture and Education: A Committed Partnership, explore ways of preserving and promoting the cultural heritage of English-speaking Quebecers.

2) **THAT the MEQ and the School Boards** fund projects to develop an inventory of different pedagogical approaches to the integration of culture in teaching.

3) **THAT the English Schools and English-Speaking Communities in Quebec** take advantage of the MCC policy announced in Le Temps de Lire, un Art de Vivre to;
   - provide students with better access to books and print media;
   - increase public use of libraries and improve the quality of the services offered (improve the holdings of public libraries; support professional development for library staff);
   - further encourage public libraries to pool their resources.

4) **THAT Government Agencies** such as INRS-Culture et Société and Télé-Québec include authentic perspectives on the English-speaking communities of Québec in the production of historical and cultural regional histories and in cultural productions.

5) **THAT English School Boards** develop policies and strategies to identify and preserve the geographic, demographic, and social "space" required for the enhancement of culture in English schools.

6) **THAT English School Boards** develop a common agenda for Québec on the cultural aspects of English elementary and secondary education.

II. OPERATIONS

The Advisory Board on English Education recommends:

7) **THAT the MEQ** assure thorough collaboration in the development of social studies and citizenship programs so that they may reflect a common reality as well as the particular and specific historical experience of English Québec.

8) **THAT the MEQ** ensure that the development of the new programs of study, especially social studies, be accompanied by appropriate alternative methods of evaluation.

9) **THAT the MEQ and the School Boards** hire teachers and other professionals to prepare materials related to the cultural heritage of the English-speaking community of Québec.

10) **THAT the MEQ** support the school boards and schools by collaborating with INRS-Culture et Société to develop, translate, adapt and distribute its works.

11) **THAT the MEQ** support the school boards and schools by collaborating with Télé-Québec to considerably increase the airtime for cultural productions related to the English-speaking communities of Québec.

12) **THAT the MEQ** support activities and programs that enhance the cultural aspects of the curriculum, for example, continue to promote student exchanges between French and English schools especially aimed at integrating culture and curriculum.

13) **THAT the MEQ** support activities and programs that enhance the cultural aspects of the curriculum, for example, support activities related to museums and artistic resources in the community.

14) **That the Ministère des Relations avec les citoyens et de l'Immigration and the MEQ** in implementing the Plan of Action established to attain the goal of zero exclusion set in the *Policy Statement on Educational Integration and Intercultural Education, A School for the Future*:

- work with the English school boards and with English community organizations;
- promote direct collaboration with students and families to ensure student involvement in cultural aspects of school life;
- ensure that initial teacher preparation foster the acquisition of competencies related to the cultural aspects of the communities served by the English schools of Québec.

15) **THAT Teacher Associations** develop relationships with local communities to provide models for strengthening links between English communities and the schools.

16) **THAT McGill, Concordia and Bishop's Universities in conjunction, with the English School Boards and the History Task Force**, collaborate in providing professional development activities for teachers, especially activities that link culture and education.

17) **THAT McGill, Concordia and Bishop's Universities, in conjunction with the English School Boards and the History Task Force**, collaborate with the MEQ and appropriate private-sector firms to develop distance education services which ensure timely access to culturally sensitive aspects of the curriculum for all English-speaking students across Quebec.

18) **THAT School Boards** promote the inclusion of the cultural aspect in the implementation of the new curriculum.

III. RESOURCES AND RESEARCH

The Advisory Board on English Education recommends:

19) **THAT Teacher Associations**, in particular, the Curriculum Council of the Quebec Provincial Association of Teachers (QPAT) develop an inventory of existing research on different inquiry-based pedagogical approaches to the integration of culture in teaching, especially in the area of social studies.

20) **THAT McGill, Concordia and Bishop's Universities in conjunction with the English School Boards and the History Task Force** prepare for schools and teachers an inventory of the cultural resources that are available in different Québec communities.

21) **THAT McGill, Concordia and Bishop's Universities in conjunction with the English School Boards and the History Task Force** identify for schools and teachers areas of culture in need of further research.

22) **THAT McGill, Concordia and Bishop's Universities in conjunction with the English School Boards and the History Task Force** cooperate with teachers to prepare materials and activities related to cultural heritage.

23) **THAT School Boards and Municipalities**
- hire qualified library personnel;
- support school and municipal library networking to the benefit of English-speaking communities and schools;
- support the initial preparation and professional development of library personnel as a foundation for access to cultural resources for schools and communities.

24) **THAT School Libraries** develop Web sites mainly devoted to education and culture, fully supported by schools and school boards, and geared to student use.

25) **THAT School Boards** invest in resources to adapt the curriculum reform to the cultural roots of their communities.

26) **THAT the MCC** provide funding support for cultural resources in the English-speaking community such as libraries, museums, arts and literature, heritage sites, archives, and especially:
- the Archives of the Quebec Literary and Historical Society;
- the J. J. Parker photographic archives of the Stanstead Historical Society;
- networking resources for English community and school libraries;
- education programs developed in collaboration with museums.

27) **THAT the Governing Boards of English schools and the Anglophone Community organizations of Québec** gather together to discuss ways of enhancing the place of culture in the learning of students, by exploring projects such as:
- establishing links with a library, a museum, a community radio station, a television station, local and regional newspapers, internet groups, cul-

tural associations, religious institutions, volunteer groups, community organizations and business groups;

- using historical, demographic and community studies to develop the social identity of students (Irish studies, Loyalists, East Asians, Black community, etc.);
- inviting representatives of the community to lead workshops on arts and crafts, running a small business, leadership, conflict resolution, and legal issues.

APPENDIX A

CULTURE AND EDUCATION: A COMMITTED PARTNERSHIP

AGREEMENT

between the Ministère de la Culture et des Communications (MCC) and the Ministère de l'Éducation (MEQ)*

Preamble

In his swearing-in speech on January 29, 1996, Québec Premier Lucien Bouchard emphasized that his government would make ties between education and culture a priority, Mr. Bouchard referred to the soul of the Québec people, saying that this soul must be nourished, hybridized, enriched, questioned, shaken up, and reinvented. He further stated that this could only be accomplished through culture and education.

To this end, the Minister of Culture and Communications and the Minister of Education recognize that the education reform must guarantee the teaching of universal fundamentals of knowledge by offering to young people in particular an initiation into the arts and culture. It is with this in mind that the Education Minister intends to restructure the curriculums for elementary and secondary schools with special emphasis on the need to raise the cultural level of education and refocus teaching on the basics, notably language and history.

The culture policy adopted by the Québec government in 1992 made the establishment of real bridges between education and culture a prime objective. The policy recognizes schools as an excellent vehicle for democratizing culture and making it accessible.

Under the culture policy, the ministère de la Culture et des Communications and the ministère de l'Éducation have already introduced programs and concrete measures promoting arts and cultural education. The MCC and the MEQ now hope to build on these positive experiences by strengthening their partnership.

Québec is going through a period of profound social transition that implies a reaffirmation of its cultural identity as a pluralistic francophone society in North America. Québec society is evolving towards a more open culture that is enriched by diversity and that must be based on common values. The MCC and the MEQ recognize that the future of Québec society depends to a large extent on its introduction to world culture, the appropriation of Québec culture, including mastery of the French language, and competence in using the new information technologies.

Objective of the Agreement

The objective of the agreement is to strengthen the existing partnership between the MCC and the MEQ and their respective milieus. Through this partnership, the MCC

* "Culture and Education: A Committed Partnership," agreement signed April 9, 1997, by the Minister of Education, Pauline Marois, and the Minister of Culture and Communications, Louise Beaudoin.

and the MEQ hope to stimulate and promote concerted, innovative action appropriate to the areas of education and culture. In doing so, the specific responsibilities of each ministry and the complementary nature of their respective milieus will be taken into account, along with the local, regional and provincial contexts.

The following areas are targeted, at all educational levels: the arts (awareness, education and training), language and literature, history and heritage education, science and technology, and new information and communication technologies.

Orientations

Given their common purpose, the MCC and the MEQ agree on the following orientations:

- reinforcing and developing cooperation and coordination between them in order to ensure cohesiveness between the educational and cultural projects of Québec society;
- encouraging greater openness on the part of the education community to available cultural resources in order to better integrate the cultural dimension into its educational mission;
- encouraging greater openness on the part of the culture community to the needs of educational institutions so that they can adapt and coordinate their diverse activities;
- supporting, promoting, and confirming the value of local, regional and provincial initiatives for cooperation between cultural, municipal and other organizations on the one hand and educational organizations on the other in order to provide students with top-quality arts and cultural education and access to cultural works and venues;
- contributing to the coordination of government initiatives in vocational and technical education and higher education in the arts;
- encouraging partnerships that will promote greater use of new information technologies in education.

Areas of Cooperation

The MCC and the MEQ undertake to:

1. consult each other on the development and review of policies and programs in the areas designated by the agreement, such as the development of the reading policy and participation in the vocational and technical education program process;
2. strengthen collaboration and hamonization measures aimed at emphasizing the complementary nature of actions by the culture and education sectors in the area of vocational, technical and preuniversity education in arts (e.g., participation in the groups making up the Comité sectoriel de la culture of the Société québécoise de développement de la main-d'œuvre (SQDM);
3. collaborate on the advancement of specific issues of common interest and design measures adapted to the courses of action to be adopted, such as the preparation of conferences, the recognition of extracurricular music studies, support for the orga-

nization of professional development activities for teachers;

4. facilitate teaching activities based on partnership, such as La Dictée P.G.L, a pilot project in cinematography education;

5. develop cultural awareness measures to facilitate direct contacts in schools between teachers, students, creators and works in all areas targeted by the agreement, such as the Artists in the Schools, the Tournée des écrivains and the Writers in Schools programs;

6. jointly support the public promotion of events and the accomplishment of projects that highlight education in the areas designated by the agreement, student cultural life and cooperation between the culture and education sectors, such as the Programme de promotion de l'enseignement collégial, student productions, Québec Arts Week, the Quinzaine des sciences and the Essor Award;

7. encourage and facilitate the creation of means of collaboration for schools, the culture sector and municipalities, as well as the introduction of measures and activities promoting attendance of cultural venues and knowledge of works, notably through school cultural committees, Spectajeunes, and Séjours historiques et culturels des jeunes in Québec City;

8. encourage initiatives to steer young people towards francophone and cultural content on the information highway and in diverse media, such as the marketing of DOC 101 educational software and the support measures of the Fonds de l'autoroute de l'information;

9. encourage municipalities and the education community to carry out projects pooling their skills and resources in the area of libraries and other cultural facilities, such as the production and distribution of the Guide de la concertation scolaire-municipale dans le domaine des bibliothèques;

10. enlist partners in the culture and education sectors in researching and developing solutions and measures linked to problems in the areas targeted by the agreement, for example, through their participation in the Comité de coordination du Plan national de formation en métiers d'art and in culture-education committees.

Management and Implementation of the Agreement

The MCC and the MEQ agree to the creation of an interministerial committee to implement the agreement and carry out the priorities established every year.

The interministerial committee will be supported by a working group made up of representatives of the MCC and the MEQ in each of the three education sectors covered under the agreement: general education for young people, vocational and technical education and higher education. These working groups will develop, carry out, monitor and evaluate actions and determine the funding necessary.

The Minister of Culture and Communication, Louise Beaudoin, and the Minister of Education, Pauline Marois, signed this agreement on April 9, 1997, in Québec City.

APPENDIX B

COMPOSITION OF THE COMMITTEE ON EDUCATION AND CULTURE

Chair	François Legault Minister of State for Education and Youth
Vice-Chair	Agnès Maltais Minister of Culture and Communications
Members	Diane Lemieux Minister of State for Labour and Employment
	Louise Beaudoin Minister of International Relations
	Jean Rochon Minister responsible for Research, Science and Technology
	Robert Perreault Minister of Relations with Citizens and Immigration
	Nicole Léger Minister of Child and Family Welfare

Québec, September 15, 1998

APPENDIX C

Learning From the Past: Report of the Task Force on the Teaching of History: Recommendations, Quebec, May 10, 1996.

At the Elementary Level

THAT three hours per week be allotted on a compulsory basis to teach the program currently entitled Social Studies: History, Geography, Economic Activity and Culture during the first three years of elementary school, and five hours per week during the last three years of elementary school.

THAT the elementary school social studies program school be given a title that explicitly expresses its contents, for example, History, Geography and Study of Society.

THAT the History, Geography and Study of Society program set objectives and learning content for each year of elementary school.

THAT the History, Geography and Study of Society program give equitable coverage to Native communities, cultural communities and the anglophone community with respect to the role they have played in the history of Québec and Canada.

THAT the History, Geography, and Study of Society program encourage students to learn about societies other than their own, past or present, through a comparative approach that would help them to perceive the full diversity and value of different cultures.

THAT the History, Geography and Study of Society program incorporate material on the life and culture of remarkable individuals without, however, reverting to the practice of mythicizing or glorifying them.

At the Secondary Level

THAT a history course be made compulsory in each year of secondary school and that it be allotted 100 hours of teaching time annually;

THAT the compulsory secondary school history courses be sequenced as follows:

Secondary I: General History 1: Prehistory, Antiquity and the Middle Ages;

Secondary II: General History II: The Renaissance, the Modern Era and the Contemporary Period;

Secondary III: History of Québec and Canada I: From Amerindian Prehistory to 1791 or 1840;

Secondary IV: History of Québec and Canada II: From 1791 or 1840 to the Present;

Secondary V: Problems of the Contemporary World.

THAT the secondary school history program include the study of non-Western societies.

Learning From the Past: Report of the Task Force on the Teaching of History: Recommendations, Quebec, May 10, 1996.

THAT the General History I and II and the History of Québec and Canada I and II courses give equitable coverage to Native peoples with respect to the role they have played in the history of Québec, Canada or America.

THAT the History of Québec and Canada I and II courses give equitable coverage to the cultural communities with respect to the role they have played in history.

THAT, within each secondary-level history course, teachers who wish to address topics in history that are related to local concerns and needs be allowed to use 20 percent of the allotted teaching time at their discretion.

THAT the MEQ review the current guidelines for the preparation of the compulsory History of Québec and Canada examination so as to gradually introduce questions geared to measuring attainment of the main objectives of the course and the degree to which students have mastered expected skills.

THAT questions requiring students to express their thoughts in writing be gradually introduced in the compulsory History of Québec and Canada examination.

THAT the MEQ develop a history course adapted to vocational education students and prepare an examination, the passing of which would be compulsory.

THAT students enrolled in general education for adults be required to take History of Québec and Canada I and II and pass the ministry examination, and that no equivalences be granted.

At the Elementary and Secondary Levels

THAT exit profiles in history be established for each cycle of elementary school and for secondary school.

THAT all students have a history textbook at their disposal for the entire school year so that they can take it home to do schoolwork.

THAT the MEQ ease the criteria for the approval of history textbooks so as to give authors greater responsibility and creative leeway, within the broad orientations of the programs.

THAT, in keeping with its educational mission, Télé-Québec allocate the necessary financial resources to produce, in cooperation with teachers, audiovisual materials suitable for the teaching of history.

THAT school boards and private schools provide school libraries with historical works that are accessible to students, as well as novels and other historical literature, and give school libraries subscriptions to daily and weekly newspaper or magazines dealing, in particular, with international current events.

At the College Level

THAT a 60-hour history course entitled Historical Foundations of the Contemporary World be added to the common-core general education component of all college programs as of 1997-98.

Learning From the Past: Report of the Task Force on the Teaching of History: Recommendations, Quebec, May 10, 1996.

THAT a compulsory 45-hour history course be kept part of the program-specific component of the social sciences program and that this course be entitled Québec, Canada and the World. However, another course could be chosen, provided it targets the same educational objectives.

Teacher Training

THAT initial teacher training for elementary school teachers include:

- courses in the history of Québec and Canada totalling 6 credits, which approximately one-quarter of the time would be spent on the nature of history (epistemology, methodology, elements of historiography). Some time should also be spent on the history of Native peoples;
- a 2-credit geography course;
- a 3-credit history and social studies didactics course.

THAT initial teacher training for elementary school teachers include a selection of "strongly recommended" courses on the cultural communities, one or more non-Western civilizations and the economy.

THAT initial training programs for secondary school history teachers include courses in history and education counting respectively for 60 credits and 30 credits.

THAT the 60 credits for history courses cover, among others, the history of Québec and Canada; the history of Western civilization and at least one non-Western civilization; the history of the 20th century; methodology, historiography and epistemology.

THAT current secondary school history teachers who have no background in history or whose training is clearly insufficient be required to enrol for 30 university credits in history, which they should preferably complete within a period of two years and no more than five years.

THAT college history teachers be required to hold a master's degree in history.

THAT initial training programs for college history teachers include courses in pedagogy for a total of 30 credits, focusing on teaching and the didactics of history at the college level.

THAT school boards

- assign a history, geography and social studies consultant with sufficient training in history and geography, but preferably in history;
- assign, at the secondary level, a history consultant with sufficient training in history;
- ensure, in cooperation with the MEQ, that the implementation of programs is accompanied by professional development;
- facilitate attendance by teachers at conferences and conventions related to the teaching of history and participation in specialized professional development days;

Learning From the Past: Report of the Task Force on the Teaching of History: Recommendations, Quebec, May 10, 1996.

- offer elementary school teachers professional development sessions on the history of women, the history of Native peoples, the cultural communities and ethnocentrism, particularly on specialized professional development days.

Knowledge of History

THAT the Ministère de l'Éducation and the Ministère de la Culture et des Communications create a program called Schools in Museums and Museums in Schools to provide students with opportunities for direct contact with history and heritage.

THAT the Government of Québec create a Conseil du patrimoine et de l'histoire.

APPENDIX D

UNESCO SCHOOL LIBRARY MANIFESTO*

The school library provides information and ideas that are fundamental to functioning successfully in today's society, which is increasingly information- and knowledge-based. The school library equips students with lifelong learning skills and develops the imagination, enabling them to live as responsible citizens.

The Mission of the School Library

The school library provides learning services, books and resources that enable all members of the school community to become critical thinkers and effective users of information in all formats and media, with links to the wider library and information network, according to the principles in the UNESCO Public Library Manifesto.

The library staff support the use of books and other information sources, ranging from the fictional to the documentary, from print to electronic, both on-site and remote. The materials should complement and enrich textbooks, teaching materials and methodologies.

It has been demonstrated that, when librarians and teachers work together, students achieve higher levels of literacy, reading, learning, problem-solving and information and communication technology skills.

School library services must be provided equally to all members of the school community, regardless of age, race, gender religion, nationality, language, professional or social status. Specific services and materials must be provided for those who are unable to use mainstream library services and materials.

Access to services and collections should be based on the United Nations Universal Declaration of Human Rights and Freedoms, and should not be subject to any form of ideological, political or religious censorship, or to commercial pressures.

Funding Legislation and Networks

The school library is essential to every long-term strategy for literacy, education, information provision and economic, social and cultural development. As the responsibility of local, regional and national authorities, it must be supported by specific legislation and policies. It must have adequate and sustained funding for trained staff, materials, technologies and facilities, and it shall be free of charge.

The school library should participate in the local, regional and national library and information network.

Where the school library shares facilities and/or resources with another type of library, such as a public library, the unique aims of the school library must be acknowledged and maintained.

* Source: International Federation of Library Associations and Institutions (IFLAI, 1998), UNESCO, Educational Division (December 1998)

Goals of the School Library

The school library is integral to the educational process.

The following are essential to the development of literacy, information literacy, teaching, learning and culture and are core school library services:

- supporting and enhancing educational goals as outlined in the school's mission and curriculum;
- developing and sustaining in children the habit and enjoyment of reading and learning, and the use of libraries throughout their lives;
- offering opportunities for experiences in creating and using information for knowledge, understanding, imagination and enjoyment;
- supporting all students in learning and practising skills for evaluating and using information, regardless of form, format or medium, including sensitivity in the modes of communication within the community;
- providing access to local, regional, national and global resources and opportunities that expose learners to diverse ideas, experiences and opinions;
- organizing activities that encourage cultural and social awareness and sensitivity;
- working with students, teachers, administrators and parents to achieve the mission of the school;
- proclaiming the concept that intellectual freedom and access to information are essential to effective and responsible citizenship and participation in a democracy;
- promoting reading and the resources and services of the school library to the whole school community and beyond.

The school library fulfills these functions by developing policies and services, selecting and acquiring resources, providing physical and intellectual access to appropriate sources of information, providing instructional facilities, and employing trained staff.

Staff

The school librarian is the professionally qualified staff member responsible for planning and managing the school library, supported by as adequate staffing as possible, working together with all members of the school community, and liaising with the public library and others.

The role of school librarians will vary according to the financial objectives, curriculum and teaching methodology of the schools, within the financial situation and national legal framework. Within specific contexts, there are general areas of knowledge that are vital if school librarians are to develop and operate effective school library services: resource, library, and information management and teaching.

In an increasingly networked environment, school librarians must be competent in planning and teaching different information — handling skills to both teachers and students. Therefore they must continue their professional training and development.

Operations and Management

To ensure effective and accountable operations:

- the policy on school library services must be formulated to define goals, priorities and services in relation to the school's curriculum;
- the school library must be organized and maintained according to professional standards;
- services must be accessible to all members of the school community and operate within the context of the local community;
- cooperation with teachers, senior school management, administrators, parents, other librarians and information professionals, and community groups must be encouraged.

Implementing the Manifesto

Governments, through their ministries responsible for the education, are urged to develop strategies, policies and plans which implement the principles of this Manifesto. Plans should include the dissemination of the Manifesto to initial and continuing training programs for librarians and teachers.

Glenys Willars
Chair of the Section of School Libraries
and Resource Centres

August 1998

UNESCO Manifesto on School Libraries: Background Information

The Manifesto went through a number of drafts between 1996 and 1998, and then the final version came out of an International Federation of Library Associations and Institutions (IFLAI) workshop of approximately 60 people in Amsterdam in August of 1998. The main names behind it are all volunteers: Glenys Willars, Chair of the Section of School Libraries and Resource Centres for IFLAI, an educational consultant; Gwynneth Evans, co-ordinator of the workshop and Director General for National and International Programs for the National Library of Canada; Paulette Bernhard, former Chair of the section and professor of library studies at the Université de Montréal.

The UNESCO's general educational division passed it (without a single change) in December of 1998, and it is expected to receive full sanction by December of 1999.

SOURCE: Karen Findlay, librarian, Royal West Academy

APPENDIX E

Excerpt from *La culture dans tous ses états: collection documentaire sur la culture québécoise*[*]

Anglo-Québec Culture

Terms of Reference:

Showing how the culture of the English-speaking community in Québec has evolved within the framework of a 60-minute segment is a challenge, given the diversity of the themes to be covered and their historical background. This challenge is compounded by the ethnic diversity of the English-speaking community. Originally composed mainly of Anglo-Scots, the community grew increasingly heterogeneous with the arrival of Irish, Jewish, West Indian, Italian and other speaking community as it exists in the various regions of Québec: in Montréal and its suburbs, of course, but also in the Eastern Townships, the Outaouais, the Gaspé, Abitibi, and last but not least, the city of Québec. Finally, Anglo-Québec culture is not limited to that of the urban upper class but also includes that of other groups within society, namely, anglophones from middle-class and working-class backgrounds and anglophones in the regions and in rural areas.

Moreover, the English-speaking community has been considered from all kinds of angles (economic, political, constitutional and linguistic) by French-speaking Quebecers but seldom from a cultural standpoint. Culture, however, can be examined from a double perspective: culture, in its broad sense, can be defined as a people's way of doing, feeling and behaving, and therefore examined in terms of lifestyles; culture, in a more limited sense, refers to creative works and their dissemination by various institutions. In keeping with the general spirit of the series "La culture dans tous ses états," the segment on Anglo-Québec culture will focus on the arts and literature, with reference to lifestyle only as needed to illustrate the early history of the English-speaking community. Given the constraints posed by the format of the show, the research and scenario will concentrate on two regions of particular import to contemporary Anglo-Québec culture: Montréal and the Eastern Townships.

Anglo-Québec culture must be considered in relation to Anglo-Canadian culture in general, and in relation to French Canadian culture prior to the Quiet Revolution, which later became Québec culture. The evolution of Franco-Québec culture since the 1960s has in many ways affected that of Anglo-Québec culture. For this reason, it will be taken into account in the research and in the segment itself.

Let us first look at the beginning of the 20th century to 1960. During this period, philanthropists from the business community helped found various cultural institutions such as the Montreal Museum of Fine Arts, the Redpath Museum and the McCord Museum. Others invested in private art collections. The English-speaking community in Montréal and the Eastern Townships also supported various orchestras and ensembles

[*] Synercom Teleproduction Inc. and INRS-Culture et Société, *La Culture dans tous ses états: collection documentaire sur la culture québécoise* (Québec, 1997), pp. 28-29.

and set up public libraries. McGill University, a cultural magnet for many writers, published cultural magazines. Between the two world wars, Montréal was home to renowned English Canadian painters (J. Lyman, A. Lismer, L. Muhlstock, F. Brandtner, E. Holgate) as well as English Canadian and Jewish poets (I. Layton, A. M. Klein, F. R. Scott, L. Kennedy, etc.). The Eastern Townships also had its community of poets during the same period. The years following World War II were marked by the publication of two important novels: *Two Solitudes* (1945) by Hugh MacLennan, and *The Apprenticeship of Duddy Kravitz* (1955) by Mordecai Richler.

From the 1960s, major events changed the face of Anglo-Québec culture. Toronto replaced Montréal as the main venue for English Canadian cultural production. In addition, English Québec was confronted with the social metamorphosis of French Québec, which gave rise to a cultural renaissance, a period of prolific creativity among Québec writers and artists, and government policies and intervention aimed at supporting cultural activities and institutions (museums, public libraries, theatres, musical ensembles, etc.) These changes had an undeniable impact on the cultural institutions and the very identity of the English-speaking community in Québec, mainly in the region of Montréal, where the community had to redefine itself in response to the emergence of Québec nationalism. Beyond the positive aspects which helped new generations of anglophone and allophone writers and artists come to the fore in the bilingual and multicultural context of Montréal (which is unique in North America), but also in the Eastern Townships and the Outaouais, it is important to highlight the contributions, in recent decades, of philanthropists from the Jewish community who helped found two of Montréal's major cultural institutions: Héritage Montréal (The Bronfman Foundation), and the Canadian Centre for Architecture (Phyllis Lambert).

List of productions "La culture dans tous ses états"

THE ARTS
01 La Peinture
02 Musiques et Danses Traditionnelles
03 Musiques Contemporaines
04 L'Architecture
05 Danses Contemporaines
06 La Photographie

LITERATURE
07 La Poésie
08 Le Roman
09 L'Essai

Forthcoming:

LITERATURE
10) Contes et légendes
11) Théâtre
12) Presse écrite

MASS CULTURE
13) Radio
14) Télévision
15) Cinéma
16) Chanson, disque et spectacle
17) La culture anglo-québécoise
18) La culture québécoise dans tous ses états, héritage et perspectives d'avenir

Director of Research: Fernand Harvey, INRS-Culture et Société
Executive producer, development: Colette Loumède
Executive producer, production: Luce Roy
Producer: Yves Fortin, Productions du Renard (Montréal)
Screen writer/producer: Garry Beitel
Research: Barry Lazar

Produced with financial support from

The Canadian Television Fund–Licence Fee Program
Telefilm Canada – Programme de participation capital
Québec Tax Credit
Canadian Film or Video Production Tax Credit Program
Société de développement des entreprises culturelles (sodec)

In collaboration with Télé-Québec

APPENDIX F

INDIVIDUALS CONSULTED BY THE ADVISORY BOARD ON ENGLISH EDUCATION

MEETING GUESTS

Frances Akerman	Librarian, Fraser-Hickson Institute Montreal
Diane Baillie	Fiction writer
Raymond Baillie	Retired teacher
Jon Bradley	McGill University, Faculty of Education
Susan Bronson	Member, Board of Directors, Atwater Library
Victoria Dickenson	Executive Director, McCord Museum
Fran Halliday	Bishop's University, Faculty of Education
Fernand Harvey	INRS-Culture et Société, Professeur titulaire Chaire Fernand-Dumont sur la culture
Norman Henchey	Emeritus Professor, McGill University
Janet Ilavsky	Library Director, Atwater Library and Computer Center
Paul Inchauspé	Télé-Québec, President, Board of Directors
John Keyes	President, Joseph Morrin Historical Center Foundation
Charley Levy	Deputy Director General, English Montréal School Board
David Mizner	Graduate Student, York University
Desmond Morton	Director, McGill Institute for the Study of Canada
Judith Newman	Vice-President, Conseil supérieur de l'Éducation
Allan Patenaude	Ministère de l'Éducation, Direction des politiques et des projets
Tom Thompson	Member, Board of Directors, Fraser-Hickson Institute

APPENDIX G

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APPENDIX H

INTERESTING WEB SITES TO VISIT

Advisory Board on English Education Commission de l'éducation en langue anglaise	www.meq.gouv.qc.ca/cela/anglais.htm
Ann Fagan's Library and Education Page	http://pages.infinit.net/anke/
Archives nationales du Québec	www.anq.gouv.qc.ca
Bibliothèque nationale du Québec BNQ databases The IRIS database contains 475 000 titles of books, serials, music scores and sound recordings, cartographic material, pictural and electronic documents.	www2.biblinat.gouv.qc.ca
Canadian Centre for Architecture	www.cca.qc.ca
CBC–infoculture	www.infoculture.cbc.ca http://radio-Canada.ca/culture
Commission des programmes d'études Curriculum Advisory Council	www.cpe.gouv.qc.ca
Conseil supérieur de l'éducation This site contains English summaries of various reports and briefs.	www.cse.gouv.qc.ca
CRB Foundation–Canadian Heritage	www.heritageproject.ca
Dr. Diane Oberg, Ph. D. Editor School Libraries Worldwide University of Alberta	http://www.ualberta.ca/~doberg
Early Canadiana Online This is a full-text on-line collection of more than 3000 books and pamphlets documenting Canadian history.	www.canadiana.org
Forging Forward National Symposium on Information, Literacy and the School Library in Canada	http://gateway3.uvic.ca/symposium/symposium.html
The Foxfire Fund promotes active, learner-centred, community-focused education.	www.foxfire.org

José E. Igartua Université du Québec à Montréal, département d'histoire. This site contains on-line typology of resources for historical research.	www.er.uqam.ca/nobel/r12270/textes/mcgill99.html
Industry Canada's Digital Collections program Youth are to paid create Web sites featuring significant Canadian material in the public domain.	http://collections.ic.gc.ca http://francommunautes.ic.gc.ca
Institut national de la recherche scientifique INRS-Culture et Société	www.INRS-culture.uquebec.ca
Institute for Canadian Studies University of Ottawa	www.uottawa.ca/academic/arts/cdn/front.htm
International Assoc. of School Librarianships (IASL) School Libraries Online	www.hi.is/~anne/iasl.html
McCord Museum	www.mccord-museum.qc.ca
Ministère de la Culture et des Communications	www.mcc.gouv.qc.ca
Ministère de l'Éducation	www.meq.gouv.qc.ca
Montreal Association of Independent Libraries	www.independentlibraries.org
Montreal Museum of Fine Arts	www.mmfa.qc.ca
McGill University, Office of Research on Educational Policy	www.cel.mcgill.ca/orep
Quebec English Schools Network (QESN)	www.qesn.meq.gouv.qc.ca
Regroupement des musées d'histoire de Montréal13 museums to discover	http://musees-histoire-mtl.qc.ca
Teacher-Librarianship by Distance Learning Project	www.quasar.ualberta.ca/tl-dl/
Uplands Museum and Cultural Centre Lennoxville–Ascot Historical Society	www.uplands.qc.ca